

WEEK ENDING.....18/11/2022.....

SUBJECT...ENGLISH LANGUAGE

REFERENCE...SYLLABUS(CRDD,2007), ENGLISH LAN. FOR JHS

FORM.....BASIC 8.....WEEK.....10.....

| <u>DAY/DURATION</u> | <u>TOPIC/SUB-TOPIC/ASPECT</u> | <u>OBJECTIVES/R.P. K</u> | <u>TEACHER-LEARNER ACTIVITIES</u> | <u>T/L MATERIALS</u> | <u>CORE POINTS</u> | <u>EVALUATION AND REMARKS</u> |
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| MONDAY 14-11-2022 1:20PM – 2:40PM 80min | Aspect; GRAMMAR Topic; Conditional Sentences Sub-Topic; Types of Conditional Sentences | By the end of the lesson the Pupil will be able to; distinguish between two types of conditional sentences. RPK Pupils have already been taught the meaning of Conditional sentences. | Introduction Discuss the meaning of Conditional Sentences with the Pupils. Activities <ol style="list-style-type: none"> Pupils brainstorm to identify the types of Conditional Sentences. Discuss the meanings of the various types of | <ol style="list-style-type: none"> Textbook Sentence Cards Word Chart | There are four types of conditional sentences: 0 – The zero conditional 1 – The first conditional 2 – The second conditional 3 – The third conditional It is also possible to mix the second and third conditional. Let's look at each conditional to see how we use them. | Students match parts of given conditional sentences. |

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| | | | <div>Conditional Sentences.</div> <div>3. Pupils in small groups distinguish between the types of Conditional sentences.</div> <div><div>Closure</div><div>Through questions and answers, conclude the lesson.</div></div> | <div><div>The Zero Conditional</div><div>We use the zero conditional to talk about permanent truths, such as scientific facts, and general habits. The structure is simple:</div><div><table><tr><td>If + present simple,</td><td>present simple.</td></tr><tr><td>50% possibility</td><td>100% certainty</td></tr></table></div><div>Here are some examples:</div><div><div>If you <i>heat</i> water to 100°, it <i>boils</i>.</div><div>If you <i>eat</i> a lot, you <i>put on</i> weight.</div><div>If it <i>doesn't rain</i> for a long time, the earth <i>gets</i> very dry.</div><div>If we <i>go out</i> with friends, we normally <i>go</i> to a restaurant.</div><div>If I'm tired, I <i>go</i> to bed early.</div></div></div> | If + present simple, | present simple. | 50% possibility | 100% certainty | |
| If + present simple, | present simple. | | | | | | | | |
| 50% possibility | 100% certainty | | | | | | | | |

The First Conditional

We use the first conditional to talk about a realistic situation in the present or future. The structure of the first conditional is as follows:

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| If + present simple, | will + verb can + verb must + verb imperative form |
| 50% possibility | 100% certainty |

Here are some examples:

*If you're free later, we **can go** for a walk.*

*If they're hungry, I'll **make** some sandwiches.*

*If you're **not** back by 5pm, **give** me a ring.*

*If he **studies** hard, he'll **do** well in the exam.*

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| | | | | | <p><i>If we arrive late, we must get a taxi.</i></p> <p><i>He'll call if he needs help.</i></p> <p><i>Take a break if you're tired.</i></p> <p>Another way to make first conditional sentences is to use 'unless' which means 'only if' or 'except'. As with 'if', the word 'unless' can never be followed by 'will' but only by the present simple. For example:</p> <p><i>Unless you hurry up, you won't catch the bus.</i></p> <p><i>I'll carry on doing this work, unless my boss tells me to do something else.</i></p> <p><i>We'll stay at home unless the weather improves.</i></p> <p>The Second Conditional</p> <p>We use the second conditional to talk about improbable or impossible situations in the present or future. Here is the structure:</p> | |
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| | | | | | <table><tr><td>If + past simple,</td><td>would + verb could + verb</td></tr><tr><td>0-5% possibility</td><td>100% certainty</td></tr></table> <p>For example:</p> <p><i>If I had more time, I'd exercise more. (But I don't have more time so I don't.)</i></p> <p><i>If I were rich, I'd spend all my time travelling. (But I'm not rich so I can't.)</i></p> <p><i>If she saw a snake, she'd be terrified.</i></p> <p><i>If he didn't have to work late, he could go out with his girlfriend.</i></p> <p><i>What would you do if you were offered a job in Canada?</i></p> <p><i>You wouldn't have to walk everywhere if you bought a bike.</i></p> | If + past simple, | would + verb could + verb | 0-5% possibility | 100% certainty | |
| If + past simple, | would + verb could + verb | | | | | | | | | |
| 0-5% possibility | 100% certainty | | | | | | | | | |

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| | | | | | <p>A common expression used to give advice has the second conditional structure. The expression is 'If I were you, I'd..', meaning 'in your situation, this is what I would do'. For example:</p> <p>A: <i>I've got a headache.</i></p> <p>B: <i>If I were you, I'd take an aspirin.</i></p> <p>A: <i>I don't understand this.</i></p> <p>B: <i>If I were you, I'd ask your teacher for help.</i></p> <p>A: <i>This order won't be delivered on time.</i></p> <p>B: <i>If I were you, I'd phone the customer to let them know.</i></p> <p>The Third Conditional</p> <p>We use the third conditional to talk about impossible situations, as in the second conditional, in the past. We often use the</p> | |
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third conditional to describe regrets. The structure is:

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| If + past perfect, | would have + past participle could have + past participle |
| 0% possibility | 100% certainty |

Here are some examples:

*If we **had left** earlier, we **would have arrived** on time.*

*If you **hadn't forgotten** her birthday, she **wouldn't have been** upset.*

*If they **had booked** earlier, they **could have found** better seats.*

*If I **hadn't learnt** English, I **wouldn't have got** this job.*

*What **would you have studied** if you **hadn't done** engineering?*

*They **wouldn't have hired** you if you **hadn't had** some experience abroad.*

*You **could have helped** me if you'd **stayed** later.*

Mixed Conditionals

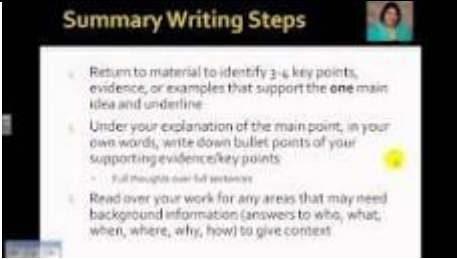
It's possible to combine the second and third conditional in one sentence when we want to make a hypothesis about the past that has a consequence in the present. In this case, the structure is:


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| If + past perfect, | would+ verb could + verb |
| 0% possibility | 100% certainty |

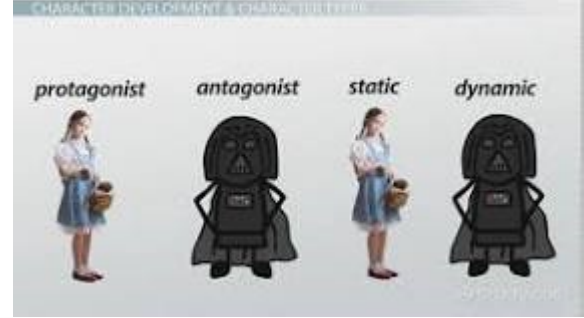
Here are some examples:

*If you'd **studied** harder, you'd **be** at a higher level now.*

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| | | | | | <p><i>We'd be lying on a beach now if we hadn't missed the plane.</i></p> <p><i>They'd have much more confidence if they hadn't lost so many matches.</i></p> <p><i>What would you be doing now if you hadn't decided to study?</i></p> | |
| TUESDAY 15-11-2022 8:00AM- 9:20AM 80min | Aspect; COMPOSITION Topic; Dictation Sub-Topic; Spelling dictation | Objective; By the end of the lesson the Pupil will be able to; Spell vocabularies or keywords in a reading context. RPK Pupils have been spelling keywords or vocabularies. | Introduction Review Pupils knowledge on the previous lesson. Activities <ol style="list-style-type: none"> 1. Assist Pupils to identify keywords in a reading context. 2. Discuss meanings of keywords | <ol style="list-style-type: none"> 4. Textbook 5. Sentence Cards 6. Word Chart | Dictation is the transcription of spoken text: one person who is "dictating" speaks and another who is "taking dictation" writes down the words as they are spoken. Among speakers of several languages, dictation is used as a test of language skill, similar to spelling bees in the English-speaking world Dictation is the process of writing down what someone else has said . With young children, dictation offers a way for a parent or a teacher to record a child's thoughts or ideas when the writing demands surpass writing skills. | Pronunciation and spelling of keywords. |

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| | | | <p>with the Pupils.</p> <p>3. Pupils brainstorm to form sentences with the keywords,</p> <p>Closure Through questions and answers, conclude the lesson.</p> | | | |
| <p>THURSDAY</p> <p>17-11-2022</p> <p>12:00PM-1:20AM</p> <p>80min</p> | <p>Aspect;</p> <p>READING</p> <p>Topic;</p> <p>Summary Writing</p> <p>Sub-Topic;</p> <p>Summary Writing.</p> | <p>Objective;</p> <p>By the end of the lesson the Pupil will be able to;</p> <p>summarise ideas in given texts.</p> <p>RPK</p> <p>Pupils can read a passage and summarize the main idea in the text.</p> | <p>Introduction</p> <p>Select a model reader to read a passage to the class.</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Assist Pupils to answer questions about the Passage read. 2. Pupils brainstorm to | <ol style="list-style-type: none"> 7. Textbook 8. Sentence Cards 9. Word Chart |  <p>Summary Writing Steps</p> <ul style="list-style-type: none"> Return to material to identify 3-4 key points, evidence, or examples that support the one main idea and underline. Under your explanation of the main point, in your own words, write down bullet points of your supporting evidence/key points. <ul style="list-style-type: none"> - Full thoughts over full sentences Read over your work for any areas that may need background information (answers to who, what, when, where, why, how) to give context <p>There are five key steps that can help you to write a summary:</p> <ol style="list-style-type: none"> 1. Read the text. 2. Break it down into sections. 3. Identify the key points in each section. 4. Write the summary. 5. Check the summary against the article | <p>Students summarise a given text.</p> |

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| | | | <p>summarize the main idea in the reading text.</p> <p>Closure Pupils in small group to identify the supporting ideas in the reading text.</p> | | | |
| <p>FRIDAY</p> <p>18-11-2022</p> <p>10:50AM-12:10pm 80min</p> | <p>Aspect;</p> <p>LITERATURE</p> <p>Topic;</p> <p>Drama - simple plays</p> <p>Sub-Topic;</p> <p>roles in plays.</p> | <p>Objective;</p> <p>By the end of the lesson the Pupil will be able to;</p> <p>identify characters and their roles in plays.</p> <p>RPK</p> <p>Pupils have been watching movies and knows who a character is.</p> | <p>Introduction</p> <p>Assist Pupils to read a Play in the reading Textbook.</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Pupils brainstorm to tell the theme of the play. 2. Assist Pupils to identify the characters in the Play. 3. Discuss the roles of the characters in the Play. | <ol style="list-style-type: none"> 1. Textbook 2. Sentence Cards 3. Word Chart |  <p>Character role refers to the part that one plays in the story. As you probably know, the most important role in any story is the protagonist (which we'll discuss below). This means all other roles stem from their relationship to the protagonist.</p> <p>What is character and types of character?</p> | <p>Students to act parts/scenes of plays in groups.</p> |

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| | | | <p>Closure Through questions and answers, conclude the lesson.</p> | |  <p>Characters are essential to a good story, and it is the main characters that have the greatest effect on the plot or are the most affected by the events of the story. The different types of characters include protagonists, antagonists, dynamic, static, round, flat, and stock.</p> | |
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